

ENGLISH LETTERS & LANGUAGE DEPARTMENT  
HUMANITIES FACULTY – UIN MAULANA MALIK IBRAHIM

# INTERPRETIVE READING WORKBOOK

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## **INTERPRETIVE READING WORKBOOK**

### **STRATEGI MEMBACA INTERPRETIF TEKS BAHASA INGGRIS**

#### ***Target kompetensi membaca:***

Pembaca mampu memahami isi teks dan mengenali aspek retorika dalam teks beserta ciri bahasa yang digunakan dalam teks fiksi maupun nonfiksi pada tingkat pra-mahir. Kompetensi ini dicapai dengan menerapkan sejumlah strategi membaca untuk mencapai tahap pemahaman membaca interpretif.

#### ***Strategi membaca interpretif:***

1. Mengenali pola teks
2. Memparafrase
3. Membuat skema
4. Meringkas teks
5. Membuat inferensi, menyimpulkan dan mensintesa
6. Mengenali elemen teks naratif
7. Memahami bahasa kiasan
8. Mengenali elemen buku teks
9. Menerapkan pola MAPP

## **Membaca interpretif**

Sebagai langkah awal untuk menguasai keterampilan membaca interpretif, diperlukan pemahaman tentang tahapan membaca. Berikut pembahasan mengenai apa saja yang perlu dilakukan untuk menjadi pembaca yang terampil dan bagaimana meningkatkan keterampilan membaca.

### **Tahap pra-baca:**

- ***Tentukan tujuan membaca.***

Pikirkan apakah dengan membaca akan menemukan isi cerita atau untuk mempelajari informasi yang bersifat khusus.

- ***Tinjau teks.***

Lihatlah judul, gambar, keterangan yang menyertai gambar, kalimat utama, kata-kata yang dicetak tebal dan bagan yang ada.

- ***Aktifkan pengetahuan Anda.***

Pertimbangkan apa yang sudah diketahui mengenai isi bacaan.

- ***Buatlah prediksi.***

Perkirakan apa yang dapat terjadi dalam cerita, kata-kata apa yang bisa muncul, atau informasi seperti apa yang ada dalam teks.

### **Tahap saat baca:**

- ***Kroscek***

Cermati penggunaan kata-kata kunci. Apakah kata yang digunakan mudah dipahami?

- ***Baca ulang***

Ketika ada kesulitan, ulangi membaca dari awal kalimat atau awal paragraf.

- ***Buat prediksi dan konfirmasi***

Perkirakan kata apa yang akan dipakai dalam teks dan apa yang akan muncul berikutnya. Tanyakan isinya apakah masuk akal atau tidak

dan pertanyaan Anda sebelumnya mengenai topik dalam teks telah terjawab atau belum.

- ***Lewati, teruskan, dan ulangi***

Kadang-kadang beberapa kalimat yang sulit dipahami dapat dilewati dan langsung membaca akhir kalimat atau paragraf. Dengan mengacu pada konteks, kembali dan ulangi membaca untuk mencoba menebak maksud kata tersebut.

- ***Hubungkan antara pengetahuan Anda dan informasi dalam teks.***

Pikirkan apa yang Anda ketahui mengenai topik pada bacaan dan jenis materi yang dibaca. Apakah informasi yang disampaikan sama dengan yang telah Anda ketahui sebelumnya. Jika Anda masih memiliki pertanyaan seputar topik tersebut, Anda dapat bertanya pada pembaca yang lain.

- ***Kajilah informasi tersurat dan yang tersirat***

Amati apa saja informasi yang dijelaskan secara langsung. Selain itu kajilah pemahaman yang Anda peroleh meskipun tidak dinyatakan secara langsung pada teks misalnya bagaimana perasaan tokoh yang diceritakan dalam teks atau bagaimana alur cerita nampak dari kejadian yang disampaikan penulis.

- ***Berhenti dan mengulas***

Jika Anda membaca teks yang panjang, berhentilah sejenak dan pikirkan apa yang terjadi dalam cerita atau informasi apa saja yang sudah berhasil Anda tangkap.

### **Tahap pascabaca:**

- ***Ceritakan kembali dan meringkas***

Ceritakan kepada orang lain atau tulislah apa yang terjadi dalam cerita, termasuk penokohan, alur, dan kejadian penting yang ada. Jika Anda membaca teks non-fiksi, buatlah ulasan mengenai informasi yang Anda dapatkan.

- ***Buatlah diagram atau peta pikiran***

Untuk menunjukkan hasil bacaan, buatlah peta cerita, diagram panah, peta pikiran atau dengan cara lainnya.

- ***Tariklah kesimpulan***

Ingat kembali prediksi yang Anda buat saat tahap pra-baca dan saat baca. Lalu bandingkan dengan hasil bacaan Anda. Bagaimana informasi yang Anda peroleh terkait topik tersebut. Apakah pertanyaan Anda terjawab? Apakah Anda masih memiliki pertanyaan lebih lanjut?

- ***Ulangi baca***

Ulangi membaca teks atau bagian yang Anda anggap penting untuk menajamkan pemahaman Anda.

- ***Diskusikan dananggapi***

Bicarakan isi teks dengan pembaca lain dengan saling bertanya. Lihat kembali teks untuk mempertahankan pendapat Anda.

- ***Menulis untuk mendukung pemahaman***

Tulislah tentang hasil pembacaan Anda, ungkapkan pendapat Anda atau apa yang Anda pelajari.

### **LATIHAN:**

Terapkan strategi di atas untuk membaca teks yang disediakan oleh tutor.

### **TUGAS:**

Cari teks bacaan yang menarik minat Anda dan terapkan strategi membaca di atas.

## Strategi 1. Mengenali pola teks

Pola teks yang umum digunakan dalam teks bahasa Inggris meliputi definisi, proses, kronologi waktu dan peristiwa (*sequence of dates and events*), penyebutan rincian (*simple listing*), perbandingan, sebab akibat, dan campuran. Masing-masing pola dijelaskan dengan contoh dan latihan berikut ini.

### ***Pola 1: Definisi***

Pola definisi diawali dengan pengertian kata atau istilah yang diterangkan dalam teks. Kata tersebut biasanya dicetak tebal atau miring, atau ditulis dengan warna lain yang kemudian diikuti pengertiannya. Isi paragraf dapat meliputi berbagai hal seperti: (1) contoh pemakaian kata tersebut dalam konteksnya, (2) penjelasan masalah yang terkait dengan pengertian kata tersebut, (3) penjelasan mengenai asal muasal kata tersebut, atau (4) perbandingan antara kata tersebut dengan kata lain yang memiliki makna yang mirip.

Berikut ini contoh paragraf yang menggunakan pola definisi. Amatilah bagaimana kata-kata digarisbawah dan diterangkan maknanya.

**Free Association.** In free association, the client is instructed to say anything that crosses his or her mind, no matter how trivial or irrelevant it may seem. The father of psychoanalysis, Sigmund Freud, who first used free association as therapy, believed these free associations would eventually work their way toward uncovering deep-seated wishes and desires that reflect underlying conflicts. In classical psychoanalysis, the client lies on a couch with the analyst sitting off to the side, out of the client's direct view and saying little. By remaining detached, the analyst hopes to create an atmosphere that encourages the client to free associate. (Nevid, *Psychology: Concepts and Applications*)

Dalam paragraf di atas, penulis berharap pembaca menangkap makna frase asosiasi bebas. Sampai akhir paragraf, penulis menekankan frase tersebut. Frasa yang diterangkan dicetak tebal dan diikuti penjelasan secara rinci.

### **Paragraf multi-definisi**

Dalam buku teks kerap ditemui paragraf multi-definisi. Tidak semua paragraf terdiri dari sepuluh atau duabelas kalimat, jumlah barisnya terbatas sehingga pada paragraf jenis ini menerangkan pengertian beberapa kata yang berhubungan. Berikut ini adalah contohnya:

There are many different kinds of personality disorders. People with a **narcissistic personality disorder** have an inflated sense of themselves, while those suffering from a **paranoid personality disorder** show a high degree of suspiciousness or mistrust. Those with a **schizoid personality disorder** have little if any interest in social relationships, display a limited range of emotional expression, and are perceived as distant and aloof. Those with a **borderline personality disorder** tend to have stormy relationships with others, dramatic mood swings, and an unstable self-image. In total, the Diagnostic and Statistical Manual of Mental Disorders, a handbook for mental health professionals, identifies ten different personality disorders. The most widely studied of these is the **antisocial personality disorder** (APD). This disorder is characterized by a complete disregard for all social conventions or rules. In the United States, personality disorders affect 10 to 15 percent of the population.

## EXERCISE

1. **Branding**, or the creation of a specific name to advertise a product, such as Quaker Oats for oatmeal or Coca Cola for a soft drink, started to grow in importance in the late nineteenth century. Prior to that time, manufacturers of flour and other basic products like candy, sugar, and beans sold merchandise in sacks without any names. But over time manufacturers tried to distinguish their products from the products of others. Henry Parson Cromwell, for example, created the name Quaker Oats and launched an advertising campaign to extol the virtues of his product. Quaker Oats was followed by a host of products with specific brand names, such as Heinz ketchup, Borden's milk, and Pillsbury flour. (Adapted from Harper, *The New Mass Media*)

The paragraph defines the following term or terms: \_\_\_\_\_

\_\_\_\_\_

Restate the definition or definitions in your own words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which of the following methods does the author use to help define the key term or terms?

\_\_\_\_\_ The author gives an example of behavior or events that fit the definition.

\_\_\_\_\_ The author supplies a history of the word's development.

\_\_\_\_\_ The author describes a problem associated with applying the definition.

\_\_\_\_\_ The author compares the word defined to a word similar in meaning.



2. Created by the Constitution, the **Supreme Court** is the highest court in the land. Although the original Supreme Court consisted of a chief justice and five associates, nine judges currently sit on the Supreme Court, and its decisions, once made, are irrevocable, or irreversible. However, defendants displeased with a decision made by a lower court can appeal that ruling to the Supreme Court in the hopes of having it overturned. In 2006, for instance, the Circuit Court of Appeals of New York found in favor of Evelyn Coke, a seventy three-year-old employee in the home-care industry, who sued her employers for back payment of overtime compensation, which had been denied her based on a 1930s Department of Labor regulation created when home care for the elderly did not yet exist. The court ruled that Coke deserved to be appropriately compensated for her overtime hours. Coke's employers, Long Island Care at Home, appealed the decision to the Supreme Court in the hopes of having it reversed. In 2007, the Supreme Court overruled the lower court's decision. (Source of case description: <http://www.msnbc.msn.com/id/19173596>.)

The paragraph defines the following term or terms: \_\_\_\_\_

\_\_\_\_\_

Restate the definition or definitions in your own words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which of the following methods does the author use to help define the key term or terms?

\_\_\_\_\_ The author gives an example of behavior or events that fit the definition.

\_\_\_\_\_ The author supplies a history of the word's development.

- \_\_\_\_\_ The author describes a problem associated with applying the definition.
- \_\_\_\_\_ The author compares the word defined to a word similar in meaning.

### ***Pola 2: Proses***

Pola proses menerangkan mengenai rentetan peristiwa sesuai urutan waktu. Rentetan tersebut menyangkut tahapan atau langkah-langkah penting untuk memfungsikan sesuatu atau membuat suatu hal. Berikut adalah contoh paragraf yang menerangkan proses pencernaan. Dalam paragraf tersebut ditandai langkah-langkah penting dalam proses pencernaan.

In the **human body**, the digestive system breaks down food so that it can be used for energy. As <sup>①</sup>food enters the mouth, chewing, along with enzymes in the saliva, break it down into small pieces. <sup>②</sup>Next, the esophagus contracts and pushes the food into the stomach, where muscles, enzymes, and digestive acids turn the food into a thick liquid. That <sup>③</sup>liquid is emptied into the small intestine, where most of its nutrients are absorbed. <sup>④</sup>What remains travels to the large intestine, where water is removed from digested food and turned into waste. (Adapted from Barnes-Svarney, *The New York Public Library Science Desk Reference*)

## EXERCISE

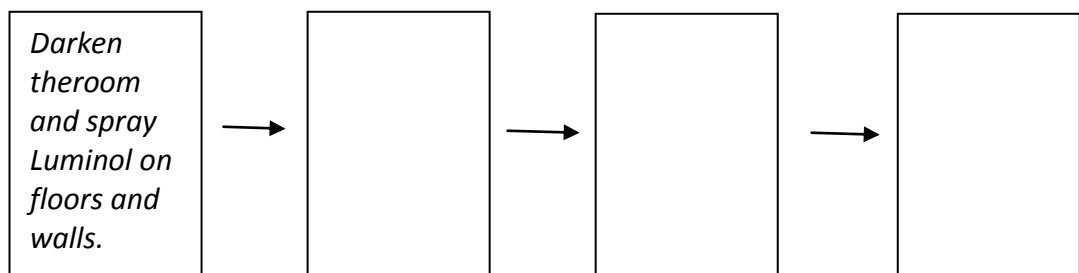
Read each paragraph. Then draw a flow chart that identifies the steps in the proper order.

### 1. Luminol and Bloodstains

Tune in to television shows like the popular CSI, and you'll see plenty of crime-solving tools that are nothing but products of the writers' imaginations. Luminol, however, isn't one of them. Forensic specialists regularly use luminol to detect invisible bloodstains at crime scenes. First, they close the curtains and turn off the lights. Then they spray Luminol onto carpets, floors, walls, or furniture. When the chemicals in Luminol combine with the iron in blood, the bloodstains glow greenish blue. Even minuscule amounts of blood will light up when the Luminol reacts to blood cells clinging to surfaces that have been washed with heavy duty cleaning chemicals. Investigators photograph or videotape the glowing patches, recording any sign of a pattern. Finally, they collect samples and run additional tests to be completely sure that the substance causing the glow was indeed blood since Luminol can also produce a glow when the substance comes in contact with some plant matter and cleaning products.

Main Idea:

Forensic specialists use Luminol to detect bloodstains at a crime scene.

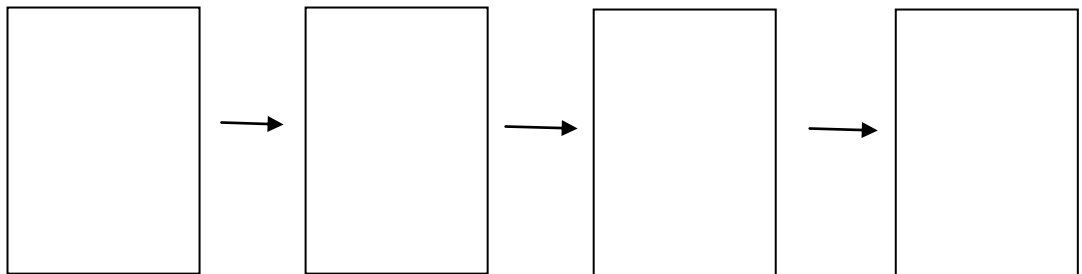


## 2. The Heimlich Maneuver

You can save the life of a choking victim by performing the Heimlich maneuver. If a person suddenly cannot breathe, cough, or speak, the person's airway is probably blocked by something that needs to be removed. To perform the Heimlich maneuver, stand behind the victim and make a fist with one hand. Then reach your arms around the person from behind. Place your fist against the person's belly just above the belly button and below the rib cage. Next, cover your fist with your other hand and press into the belly with a quick, upward thrust. If the object in the person's throat doesn't come flying out, perform another thrust. Repeat thrusts over and over until you dislodge the object. At the same time, yell for help and tell someone to call 911.

Main idea:

The Heimlich maneuver can save the life of a person who is choking.



### *Pola 3: Kronologi waktu dan peristiwa*

Pada pola ini kronologi yang dimaksud terkait urutan peristiwa atau urutan waktu. Penulis yang menyajikan fakta sejarah dan pemerintahan umumnya menggunakan pola jenis ini. Berikut adalah sebagai contohnya:

The Democrat James Polk became president of the United States in **1844**. From the very beginning of his presidency, Polk made it clear that he intended to expand the boundaries of the United States. By **1846**, he had ordered General Zachary Taylor to take troops into Mexican territory. On **April 24** of the same year, the Mexican military fired on Taylor's troops, and war between the United States and Mexico began, even though Congress had not yet officially declared it. By **1847**, U.S. troops had arrived in Mexico City and were claiming victory. (The opening phrase in the Marines' anthem—"From the Halls of Montezuma"—is a reference to the arrival of those troops in Mexico's capital.) In **1848**, Mexico and the United States signed the Treaty of Guadalupe Hidalgo, which ceded a portion of Mexican land that today includes Arizona, Utah, Nevada, and New Mexico to the United States. Polk had his wish: He had expanded and redefined U.S. borders. But in an effort to soothe the war's critics—and there were many who considered the war with Mexico unjust—the U.S. government paid the Mexican government \$15 million.

Perhatikan pada paragraf di atas berapa kalimat yang diawali dengan tanggal atau tahun. Penulis menggunakan pola kronologi waktu dan peristiwa untuk menyajikan informasi secara sistematis.

## EXERCISE

Read each paragraph. Underline the topic sentence. Then paraphrase it and list the supporting details, making sure to use chronological order for the crucial dates and events. Abbreviate and paraphrase as much as possible

without losing the original meaning. Note: Your paraphrasing here should be informal, as it would be for your reading notes.

1. Watergate, the scandal that rocked the nation and brought down

President Richard M. Nixon, began on June 17, 1972, when five men were caught trying to burglarize the voices of the Democratic National Committee. Their arrest led to an investigation that uncovered a White House plan of systematic espionage against political opponents. Deeply involved in that plan were the two top aides to President Nixon, John Ehrlichman and H. R. Haldeman. On May 17, 1973, the Senate Committee on Presidential Activities opened hearings to investigate the scope of the espionage. Then, two days later, Attorney General Elliot Richardson appointed a special prosecutor, Harvard Law School professor Archibald Cox, to conduct a full scale investigation of the break in. On July 13, in the course of the investigation, White House aide Alexander Butterfield mentioned that President Nixon had taped all of the conversations that occurred in his voice. When the committee asked for the tapes, Nixon refused to turn them over. Determined to fight, Nixon ordered the dismissal of prosecutor Cox on October 20. After the resulting storm of public protest, Nixon finally agreed to turn over the tapes in June 1974. Once members of the committee had examined the tapes, they discovered that eighteen-and-one-half minutes had been mysteriously erased. By July 30, the House Judiciary Committee had approved three articles of impeachment. Rather than face almost certain disgrace, Richard Milhous Nixon resigned on August 9, 1974.

Main idea:

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Supporting details:

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2. In 1584, an English fort and settlement with more than one hundred men was established on an island of the coast of present day North Carolina. The British settlers named the island Roanoke, describing it as an American Eden. However, they abandoned it within a year because of bad relations with the Native Americans already living there. In 1587, another group of British colonists arrived on the island and, within a month, one of the women on the island gave birth to the first child born in the New World, naming her Virginia Dare. Only a week after the birth, the baby's grandfather, Captain John White, returned to England for supplies. Due to conflicts with Spain, White did not return to Roanoke until 1590. But upon his return, to his horror and shock, there was nothing left of the former colony. The only signs of human presence were the letters "CRO" and "CROATAN" carved on two trees. To this day, no one knows what happened to the colonists White left behind on Roanoke Island.

Main Idea:

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Supporting details:

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***Pola 4: Penyebutan rincian***

Pada pola ini, seluruh rincian pendukung ide pokok diasumsikan sama pentingnya sehingga penyebutannya sesuai keinginan penulis. Penulis yang menggunakan pola penyebutan rincian mencoba memperkenalkan keterampilan, faktor, alasan dll yang terkait dengan topik atau isu khusus. Penyebutan rincian tidak menampakkan hubungan secara langsung. Sebagai contoh amatilah dua paragraf berikut ini yang memiliki kesamaan isi. Urutan penulisan idenya yang berbeda.

Paragraf 1

Victims of eating disorders display several distinct symptoms. They are preoccupied with their weight or their physical appearance and often exhibit signs of low self-esteem. They are inclined to suffer from anxiety, moodiness, or depression and may also diet obsessively or avoid eating altogether. Or just the opposite, they may overeat, purge, and then start eating again. In either case, the victims exhibit rapid weight loss or pronounced weight changes. Those suffering from eating disorders may also exhibit compulsive behaviors such as hoarding food or eating specific foods only on certain days.



They are likely to wear baggy clothes to hide their bodies and withdraw from others, avoiding social situations that include food. Some victims even isolate themselves completely. Those in the grip of an eating disorder are likely to experience faintness, dizziness, and an inability to concentrate. Problems such as constipation or diarrhea are also common.

Pada paragraf 1, penulis menyatakan bahwa gangguan makan memiliki beberapa gejala. Penulis sudah menduga jika sebagian besar pembaca akan bertanya, "Apa saja itu?" Karena itu penulis menjelaskan masing-masing gejalanya. Jika dicermati tidak satupun kalimat yang menyebutkan bahwa salah satu gejala lebih penting dari yang lain atau mendahului yang lain. Dengan demikian, penulis bebas menyebutkan rincian gejala gangguan makan sesuai keinginannya. Perhatikan berikut ini betapa mudahnya penyebutan rincian dapat diubah tanpa mengubah makna paragraf.

#### Paragraph 2

Victims of eating disorders are likely to experience faintness, dizziness, concentration difficulties, and bowel problems like constipation or diarrhea. They are inclined to wear baggy clothes to hide their bodies and tend to withdraw from others, avoiding in particular any social situation involving food. Some completely isolate themselves and may exhibit obsessive behaviors such as hoarding food or eating specific foods only on certain days. They may diet obsessively and avoid eating, or just the opposite, they may overeat and purge; in either case, they exhibit rapid weight loss or pronounced weight changes. Often suffering from anxiety, moodiness, or depression, they are preoccupied with their weight and physical appearance and are likely to exhibit signs of low self-esteem. Although there are other less common symptoms, the ones listed here are the typical signs of an eating disorder.

Sebagaimana yang dapat kita amati dari kedua paragraf di atas, pola penyebutan rincian lebih longgar susunannya dibandingkan pola yang lain. Pola ini memudahkan pengubahan susunan sesuai keinginan penulis.

### **EXERCISE**

Read each paragraph. Then identify the topic sentence and the best paraphrase of that sentence by circling the appropriate letters. Write the crucial word or phrase from the topic sentence in the blanks and list the qualities, traits, etc., that clarify it.

1. <sup>1</sup>New words are added to the English language all the time, and several have been added just this year. <sup>2</sup>For instance, the word fanboy, used to indicate a passionate fan of something, has officially taken up residence in Merriam Webster's Collegiate Dictionary. <sup>3</sup>The word mondegreen is also there; it refers to the misunderstanding and continued misstatement of words or phrases that are repeatedly said or sung. <sup>4</sup>Kids, for example, often think that the sentence "I pledge allegiance to the flag" is "I led the pigeons to the flag." <sup>5</sup>The webinar, or online conference, has also made it to the pages of many standard dictionaries. <sup>6</sup>In dictionaries trying hard to be cutting edge, you'll also now find phrases like Christmas bogus, used to sarcastically identify the lack of a bonus from an employer, along with virtual Friday, used to identify the last day of school or work thanks to an extended weekend.

The topic sentence is

- a. sentence 1.
- b. sentence 2.
- c. sentence 3.

The best paraphrase of that topic sentence is

- a. English is always adopting new words and dropping old ones.
- b. The Merriam-Webster dictionary tries hard to be cutting edge and adopts all of the latest slang expressions.
- c. New words are always being coined and adopted into English.
- d. What makes the English language great is its ability to absorb new words.

The crucial word or phrase in the topic sentence is \_\_\_\_\_ .

The following supporting details help clarify and explain that word or phrase.

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2. <sup>1</sup>During World War II, the Nazis forced Jewish art dealers and collectors to sell their belongings for prices that amounted to theft. <sup>2</sup>After the war many of the artworks illegally taken by the Nazis were sold to museums, which are now being pressured to return them to their rightful owners. <sup>3</sup>Although far too many museums are dragging their feet, others have made it a point to give back what is, in effect, stolen artwork. <sup>4</sup>The Israel Museum of Jerusalem transferred the title of one of its most prized paintings, Boulevard Montmartre: Spring by Camille Pissarro to the family of Max Silberberg. <sup>5</sup>Silberberg was an art collector who died in a concentration camp and whose paintings had been sold in one of the Nazis' notorious "Jewish auctions." <sup>6</sup>A similar decision to transfer

ownership was made by the North Carolina Museum of Art in Raleigh, which conceded that a sixteenth-century painting by Lucas Cranach belonged to the family of Dr. Philipp von Gomperz.<sup>7</sup> After a nine year battle with the rightful owners, the Dutch government, in 2006, removed close to 200 pieces of art from the walls of Holland's museums so that the artworks could be returned to the family of Jacques Goudstikker, who had been forced to sell the Nazis his art collection for a fraction of its worth.<sup>8</sup> Even Austria, which at first had flatly ignored claims that several works by famed Viennese artist Gustav Klimt really belonged to victims of Nazi persecution, has relented and returned several Klimt paintings to the original owner's family.

The topic sentence is

- a. sentence 1.
- b. sentence 2.
- c. sentence 3.

The best paraphrase of that topic sentence is

- a. The families of Holocaust victims have just begun to receive reparations for what relatives suffered during World War II.
- b. Art museums have fought hard to retain ownership of art work confiscated from victims of Nazi persecution.
- c. Although some museums are refusing, others are returning to the rightful owner's artwork that was confiscated by the Nazis.
- d. Museums are embarrassed by revelations that they benefited from the Holocaust.

The crucial word or phrase in the topic sentence is \_\_\_\_\_.

The following supporting details help clarify and explain that word or phrase.

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### ***Pola 5: Klasifikasi***

Dalam pola ini, urutan informasi tidak diutamakan. Yang membedakan antara pola ini dan pola sebelumnya yaitu adanya klasifikasi yang dijelaskan pada pembaca, bagaimana suatu kelompok besar dapat dipecah menjadi beberapa kelompok kecil yang masing-masing memiliki ciri-ciri tertentu. Berikut ini adalah contoh paragraf klasifikasi.

Like other doctors of his time, the Greek physician Hippocrates believed that the human body consisted of four humours, or fluids: black bile, yellow bile, blood, and phlegm. Hippocrates' contribution was to classify human beings according to the predominant fluid in their bodies. Persons with an excess of black bile were labeled <sup>1</sup>melancholic and were presumed to be depressed and pessimistic. The <sup>2</sup>choleric, possessing excess yellow bile, were considered quick-tempered and irritable. Persons with a predominance of blood were classified as <sup>3</sup>sanguine. They were expected to be cheerful and optimistic. The <sup>4</sup>phlegmatic, possessing excess phlegm, were thought to be unemotional and uninvolved with the world at large. While the theory of the four humours has long since been discarded, the terms used to describe personality persist.

Sebagian besar paragraf klasifikasi memiliki kalimat topik mengenai sejumlah kategori, namun hal ini tidak selalu demikian. Kadang-kadang penulis hanya menggambarkan subkelompok kategori yang lebih besar saja. Berikut sebagai contohnya.

In addition to bills, members of Congress also pass three different kinds of resolutions. A simple resolution is used for matters such as establishing the rules under which the Senate or the House will operate. A concurrent resolution settles housekeeping and procedural matters that affect both the House and the Senate. Simple and concurrent resolutions are not signed by the president and do not have the force of law. A joint resolution requires the approval of both houses. It also requires the signature of the president and is the same as law. A joint resolution is necessary to propose a constitutional amendment and, in this case, the resolution must be approved by a two-thirds vote of both houses. (Adapted from Wilson and Dilulio, *American Government*)

Pada paragraf di atas, ide pokok dinyatakan secara tidak langsung atau tersirat: Kongres memutuskan tiga macam resolusi.

### **EXERCISE**

Read each paragraph. Then fill in the blanks and list the subgroups along with brief descriptions of each one. Paraphrase as much as possible.

1. <sup>1</sup>According to one theory, there are nine different personality types that describe human behavior. <sup>2</sup>The reformer likes to create order and believes that he or she knows the right way of doing things. <sup>3</sup>For the reformer, the world is an imperfect place desperately in need of fixing. <sup>4</sup>The helper feels a strong sense of personal responsibility for others and is fulfilled when lending a hand to those in need. <sup>5</sup>The motivator places the highest value on the kind of success that can be recognized and acknowledged by others in the world. <sup>6</sup>The romantic sees him or herself as different from the rest of society and longs to be recognized as unique. <sup>7</sup>The thinker could not care less about being recognized. <sup>8</sup>What matters is being alone to think deep thoughts. <sup>9</sup>The skeptic questions authority even when it gets him or her into trouble, and it usually does. <sup>10</sup>The enthusiast considers the world a constant source of wonder and looks for pleasure in life. <sup>11</sup>The leader is convinced the world is heading toward ruin and needs better guidance. <sup>12</sup>Naturally, the leader is ready to provide that guidance. <sup>13</sup>The peacemaker believes passionately in harmony and is committed to resolving conflict; even when involved with people who enjoy a good fight, the peacemaker looks for a compromise. (Source of information: [www.9types.com](http://www.9types.com).)

\_\_\_\_\_ is the larger group being subdivided into  
\_\_\_\_\_ smaller subgroups.

Does the author explain the basis for the classification?

\_\_\_\_\_ If so, what is the basis for the classification?

\_\_\_\_\_  
\_\_\_\_\_

List and describe the subgroups in your own words.

\_\_\_\_\_  
\_\_\_\_\_

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2. <sup>1</sup>Fish are vertebrates that live in water and breathe with gills. <sup>2</sup>Based on their skeletons, the 25,000 species of fish can be broken down into three main groups. <sup>3</sup>The agnatha class are the most “primitive.” <sup>4</sup>They lack both a jaw and a bony skeleton. <sup>5</sup>Examples would be lamprey eels and hagfish. <sup>6</sup>Lacking true bones, fish in this group are extraordinarily flexible. <sup>7</sup>The hagfish, for instance, can tie itself into a knot. <sup>8</sup>Although their ancestors had real bones, the chondrichthyes have a skeleton made of cartilage. <sup>9</sup>These fish—sharks, skates, rays, and ratfish—have loosely attached lower jaws with big and very noticeable teeth. <sup>10</sup>The osteichthyes are called bony fish because their skeletons are made of calcium. <sup>11</sup>Catfish and trout belong to this group. <sup>12</sup>Like all bony fish, they are fast moving and able to maneuver with ease. <sup>13</sup>Highly adaptable creatures, they often have very specialized mouths, which help them to explore underwater resources with great efficiency.

\_\_\_\_\_ is the larger group being subdivided into  
\_\_\_\_\_ smaller subgroups.

Does the author explain the basis for the classification? \_\_\_\_\_

If so, what is the basis for the classification?

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List and describe the subgroups in your own words.

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### ***Pola 6: Pembandingan***

Pada banyak teks, penulis menggunakan pembandingan untuk menerangkan persamaan dan perbedaan antara dua topik. Pembandingan dapat diperjelas sehingga dalam satu bab berisikan perbedaan dan persamaan yang bisa diringkas ke dalam satu paragraf. Berikut adalah contohnya:

Assertive behavior involves standing up for your rights and expressing your thoughts and feelings in a direct, appropriate way that does not violate the rights of others. It is a matter of getting the other person to understand your viewpoint. People who exhibit assertive behavior skills are able to handle conflict situations with ease and assurance while maintaining good interpersonal relations. In contrast, aggressive behavior involves expressing your thoughts and feelings and defending your rights in a way that openly violates the rights of others. Those exhibiting aggressive behavior seem to believe that the rights of others must be subservient to theirs. Thus they have a difficult time maintaining good interpersonal relations. They are likely to interrupt, talk fast, ignore others, and use sarcasm or other forms of verbal abuse to maintain control. (Adapted from

Reece and Brandt, *Effective Human Relations in Organizations*)

Paragraf di atas menjabarkan dua topik, perilaku asertif dan agresif, dengan menekankan pada perbedaannya. Pembaca akan memperoleh kesimpulan apakah keduanya memiliki kesamaan atau tidak.

### EXERCISE

Read each paragraph. Identify the two topics. Then paraphrase the topic sentence along with the similarities and/or differences between the topics.

1. Social drinking differs significantly from alcoholism. Social drinkers control their drinking and consume alcohol in limited amounts. Alcoholics, in contrast, can't control their drinking and consume alcohol in ever increasing amounts. They often drink until they pass out. While social drinkers sip, alcoholics gulp. Social drinkers drink to have more fun at social gatherings; alcoholics drink alone as a way of reducing stress or avoiding problems. Social drinkers don't usually think or talk about drinking; alcoholics are preoccupied with how and when they will drink again. Finally, social drinkers do not experience physical, psychological, or job related problems caused by their drinking. Alcoholics, however, often let drinking damage their health, ruin their relationships, and destroy their careers. (Adapted from Bernstein et al., *Psychology*)

Topic 1 \_\_\_\_\_

Topic 2 \_\_\_\_\_

Main idea \_\_\_\_\_

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Similarities \_\_\_\_\_

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Differences \_\_\_\_\_

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2. Although chimpanzees can't talk, they are remarkably similar to humans. For example, the physical proportions for the body parts of both humans and chimpanzees are relatively close. Both species also have similar hands, feet, legs, and facial features. In fact, the DNA of humans and chimpanzees is 98.4 percent identical. In addition to these physical similarities, chimpanzee societies are like human ones in a variety of ways. Human beings establish political systems and fight wars. Likewise, groups of chimpanzees form hierarchies with high-ranking and low-ranking chimps, and they too engage in warfare against other groups. Moreover, observation of chimps in the wild has confirmed that chimpanzees display emotions similar to those humans experience. Humans grieve for lost loved ones, and chimps do the same. In one case, a healthy young chimp seemed to fall into a severe depression after his mother's death. He eventually stopped eating and died. Research on the brain suggests that emotions like grief arise from ancient parts of the brain found in both species.

Topic 1 \_\_\_\_\_

Topic 2 \_\_\_\_\_

Main idea \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Similarities \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Differences \_\_\_\_\_

\_\_\_\_\_

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### ***Pola 7: Sebab-akibat***

Pada hakikatnya cara berpikir kita didominasi hubungan sebab-akibat, sehingga pola sebab-akibat juga banyak dijumpai dalam beragam teks. Dalam topik apapun, penulis dapat menerangkan bagaimana suatu kejadian menjadi sebab atau akibat dari kejadian lainnya.

① The ultraviolet (UV) radiation from the sun that reaches the Earth's surface is a health threat. ② At the very least, exposure to the sun's rays causes aging and wrinkling of the skin. ③ At the very worst, it is responsible for cataracts, sunburn, snowblindness, and skin cancer, which claims around 15,000

lives each year in the United States alone. ④Exposure to UV radiation also suppresses the immune system, enabling cancers to become established and grow. ⑤In addition, radiation slows plant growth, delays seed germination, and interferes with photosynthesis. (Adapted from Kaufman and Franz, *Biosphere 2000*).

Paragraf sebab-akibat dikembangkan dari beberapa pertanyaan. Pembaca diharapkan dapat (1) mengenali penyebab dan akibatnya, serta (2) menjelaskan hubungan antara yang satu dan lainnya.

### **Transisi gagasan**

Transisi berfungsi menghubungkan antar gagasan yang menjadi bagian kalimat dengan menerangkan hubungan antara kalimat yang satu dengan lainnya. Frase penghubung yang kerap dipakai misalnya: *because*, *as*, dan *since* yang menunjukkan sebab atau akibat.

Dengan melihat frase transisi akan menjadi penanda bagaimana pembaca harus menanggapi informasi yang diberikan. Pembaca diminta mengidentifikasi penyebab dan akibat hubungan yang sedang dibahas.

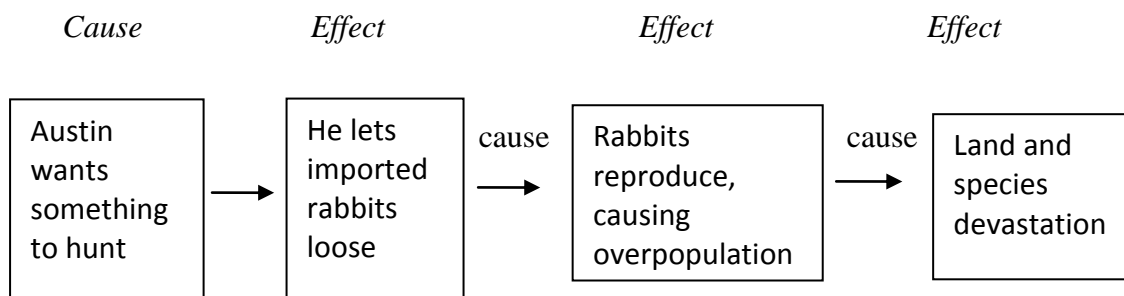
### **Untaian sebab-akibat**

Cermati paragraf sebab-akibat yang menunjukkan hubungan mata rantai antara satu dengan lainnya. Berikut adalah contohnya. Perhatikan bagaimana kisah yang diawali kelinci menjadi sebab dari kejadian lainnya.

Thomas Austin was a dedicated British sportsman who had been an avid rabbit hunter while living in Britain. After moving to Australia, Austin was disappointed to learn that there were no

wild rabbits to hunt. Determined to pursue his hobby, he ordered from England twenty-four rabbits to release into the wild and become prey for him and his hunter friends. The rabbits, however, had no natural predators and an extraordinary ability to reproduce. It wasn't long before the wild rabbit population exploded, leaving Austin with more rabbits than he had bargained for. By 1867, Austin said he had killed almost 15,000 rabbits on his property alone. Thanks to Austin's desire to pursue his hobby, vast tracts of land had also been devastated by rabbits, with Australia losing not just vegetation but entire species, thanks to millions of rabbits living off the land.

Rantai hubungan sebab-akibat dalam paragraf di atas digambarkan dalam diagram berikut ini:



Pada diagram di atas, akibat beralih menjadi sebab kejadian lainnya. Inilah yang menyebabkan untai sebab-akibat.

## EXERCISE

A. Read each paragraph. Then fill in the blanks and circle the letter of the statement that best describes the role of the supporting details.

1. Instinctive behavior is caused by specific signals from the environment called releasers. For example, stalking behavior in cats may be “released” by the sight of prey. Among male ring doves, the sight of an adult female triggers, or releases, the bowing associated with courtship. Similarly, fighting behavior in territorial male European robins is released not only by the sight of another male invading their territories but also by the sight of red feathers located at a certain height. This behavior is released because red feathers appear on the breasts of competitors. Thus the sight of the feathers sends a message that a rival is nearby. (Adapted from Wallace, *Biology*)

In this paragraph, the author describes how \_\_\_\_\_  
cause(s) or lead(s) to \_\_\_\_\_ .

The supporting details

- a. focus on the cause or causes.
  - b. focus on the effect or effects.
  - c. focus on both cause and effect.
2. During the Civil War, the South had fewer men than the North to send to war. Thus a larger proportion of southern families were left to the care of women. Some women worked farms and herded livestock to support their families. Others found themselves worse off: They and their families were left in poverty as the war turned the countryside black and dry. Because of their dire straits, some women tried to persuade their husbands to desert. However, the vast majority of women on the domestic front fully supported the war despite the misery it caused them. (Adapted from Berkin et al., *Making America*)

In this paragraph, the author describes how \_\_\_\_\_  
cause(s) or lead(s) to \_\_\_\_\_ .

The supporting details

- a. focus on the cause or causes.
- b. focus on the effect or effects.
- c. focus on both cause and effect.

B. Circle the appropriate letter to identify the primary, or most significant, pattern of the paragraph.

1. Between 1970 and 1990, the number of cross-cultural marriages steadily increased. But that trend changed starting in late 1990 when the number of Hispanics and Asians married to whites began to decline. What's the cause of that drop? Researchers believe that the sheer number of immigrants arriving in the last decade makes it more likely for them to marry among themselves. Zhenchao Qion, professor of sociology at Ohio State University, believes the decline is likely to continue because immigrants are still arriving in the United States in large numbers. Thus it's more likely that the new arrivals will marry someone of the same ethnic heritage. (Source of data: Haya El Nasser, *Cross-Cultural Marriage Rates Falling*)

- a. process
- b. classification
- c. comparison and contrast
- d. cause and effect

2. All of the gasoline now pumped into automobile and airplane tanks began as crude oil formed millions of years ago beneath ocean floors. In ancient



seas, when tiny aquatic plants and animals died, they sank to the bottom. Sand and mud settled over them. This process was repeated over and over, each time burying large quantities of organic material and pushing it deeper and deeper into the earth as new layers accumulated on top. The heavy weight of the layers created pressure and temperatures above 150° Fahrenheit so that the subterranean organic matter began to “cook.” Over time, the heat transformed it into a liquid hydrogen and carbon substance. This crude oil, lighter than both water and rock, drifted upward through tiny cracks in the rock until it was stopped by a layer of dense rock and forced to collect. Today, oil companies drill down into these reservoirs to extract this energy rich petroleum and send it to oil refineries to be converted into fuel for vehicles.

- a. definition
- b. process
- c. sequence of dates and events
- d. simple listing

3. American house forms have changed over time as new building materials became available and living styles changed, but in the early days of America’s history, there were essentially three types of houses. Among the earliest and most common house types was the Cape Cod. The typical Cape was two rooms deep with a huge central chimney and a roof that started just above the windows. Because it had low ceilings and few rooms, a Cape was one of the easiest houses to heat, a big advantage when a fireplace was the main source of warmth. Another early house type, the Classic Cottage, had a slightly higher front wall than the Cape and this allowed for a second tier of windows. In the Classic Cottage, the chimney could be in the middle of the house or at the end. The big advantage of the Cottage style was the increased amount of space it offered. The Colonial house was a one-and-one-half to two-story

rectangle. Its façade had a front door dividing up nine symmetrically placed windows, sometimes referred to as “five-over-four and a door.” Colonial houses were typically made of wood or brick and had columns or pediments at the front-door entry. The Colonial style house was associated with people of some wealth, who could afford to consider comfort as well as shelter.

- a. sequence of dates and events
- b. simple listing
- c. classification
- d. comparison and contrast

4. Because students don’t all learn in the exact same way, it’s hard to define what makes a good, never mind a great, teacher. There are, however, several traits that good teachers do seem to share. Good teachers generally have a gift for explaining things. They know how to vary or modify an explanation based on student response. Good teachers also keep their cool. Even when students are acting out, successful teachers don’t get angry or sarcastic. They find other ways to control the situation and get students back on track. Research also suggests that good teachers have a lively sense of humor. They know that mixing a joke into a discussion is an excellent way to hold students’ interest. Teachers who excel at their job also have a thorough command of the subjects they teach. Elementary school teachers, for instance, have a wide general knowledge of many different fields and enough depth in each area to provide clear explanations and to effectively answer questions. For their part, high school teachers have an in depth command of one or two specific content areas. (Source of traits: R. J. Kizlik, *Tips on Becoming a Teacher*)

- a. simple listing

- b. classification
- c. comparison and contrast
- d. cause and effect

5. The legal term due process identifies an established course of action that must be followed during judicial proceedings. The basis for due process can be found in the Fifth Amendment of the Constitution, which says: "No person shall be deprived of life, liberty, or property without due process of law." Due process reflects the Constitution's guarantee that criminal legal proceedings will be fair. Because the courts must abide by due process, every individual tried by a court has to be notified that the proceedings are taking place. Every person called to court for the prosecution of a crime must have an opportunity to defend himself or herself prior to any punishment which might involve the taking of life, liberty, or property. In addition to the Fifth Amendment, the Fourteenth Amendment requires that the states, as opposed to the federal government, honor an individual's right to due process.

- a. definition
- b. process
- c. sequence of dates and events
- d. simple listing

6. Dogs have been companions to humans for some 14,000 years, and the relationship probably began because dogs could be trained to help humans hunt for food. Cats, in contrast, have been paired with humans for only one-third of that time. Once cats teamed up with humans, though, they played a role very different from that of dogs. In the past, and until fairly recently, dogs were usually considered the servants of humans. They performed as guards, guides, and protectors in activities ranging from hunting to farming. Cats, however, couldn't be trained to do

anything they didn't want to do, which is perhaps why they were worshipped as gods in some societies. The cat was held in such high esteem by the Egyptians, for instance, that there were laws protecting them from injury or death. While many early cultures treated dogs with affection—the greyhound, for instance, appears in many Egyptian tomb carvings—there is little evidence that they ever achieved the status of a deity.

- a. simple listing
- b. classification
- c. comparison and contrast
- d. cause and effect

### **Pola Campuran**

Pada beberapa paragraf, digunakan lebih dari satu pola. Seringkali ada salah satu pola yang tampak dominan. Namun demikian, kadang-kadang nampak sepadan dalam penggunaan beberapa pola sekaligus sehingga sulit ditentukan pola mana yang mendominasi paragraf. Berikut adalah contoh paragraf dengan pola campuran.

In **1859**, the United States was the first nation to produce oil. But oil is an exhaustible resource and by **1974** America had used up more than half of its once abundant oil supply. The halfway production point of an oil field is called “ **The Hubbert Peak**,” named after M. King Hubbert, a geologist with the U.S. Geological Survey. He **predicted** in **1956** that oil production in

the United States would peak in 1970. At that time the United States was the world's largest oil producer. So nobody believed him, and oil company executives ridiculed him. Hubbert, however, was correct in his prediction. According to geologists, U.S. oil production peaked in 1974—just four years after Hubbert predicted—and has declined since then. Most geologists project that domestic oil production will reach the 80 percent depletion point by **2055**. Already the United States produces most of its dwindling supply of oil at a high cost, about \$7.50 to \$10 per barrel compared to \$1 to \$2 per barrel in Saudi Arabia. As the oil supplies continue to decrease, we will become more dependent on foreign countries for oil, which is a far cry from our situation in the mid-nineteenth century. M. King Hubbert was right after all; oil is an exhaustible resource, and we may all soon discover the consequences of that simple fact. (Adapted from Miller, *Living in the Environment*)

Dalam paragraf di atas, penulis menggabungkan dua pola—kronologi waktu dan peristiwa serta sebab-akibat—untuk menjelaskan gagasannya. Kedua pola menjadi sama pentingnya untuk menjelaskan tentang isu produksi minyak di Amerika. Pembaca dapat mencermati urutan waktu dan peristiwa yang menunjukkan berkurangnya produksi minyak serta menjelaskan prediksi Hubbert yang menjadi kenyataan. Pembaca juga dapat memperoleh informasi mengenai akibat berkurangnya produksi minyak.

## **EXERCISE**

Read each paragraph and identify the pattern or patterns used in the paragraph by circling the appropriate letter or letters. If there is more than one pattern

used, indicate if the patterns used are equally important. Note: If there is only one pattern, leave the line following the paragraph blank.

1. There are four major kinds of exercise, and each one offers different benefits to the body. The first type of exercise includes those that are aerobic. Aerobic means “with oxygen”; this kind of exercise—activities like jogging, walking, bicycling, and swimming—requires the lungs and heart to provide a steady supply of oxygen. Aerobic exercises strengthen the cardiovascular system, which in turn lowers the risk of heart disease. Aerobic exercise also helps reduce body fat and can relieve stress and feelings of depression. The second type of exercise is anaerobic, meaning “without oxygen.” The exercises in this group draw on energy already stored in the body’s muscles, so engaging in them does not require additional oxygen. Anaerobic activities, such as sprinting and lifting heavy weights, require short bursts of power that improve speed and muscle strength, so they tend to boost athletic performance. Lifting or resisting the force of lighter weights falls into the third category of exercise, strength training. Exercises in this category include working out on weight machines or performing calisthenics, such as push-ups and sit-ups, to tone and strengthen muscles. The final type, flexibility exercise, lengthens the muscles and increases the range of motion. This category includes exercises like yoga and Pilates, both of which improve posture, maintain mobility, prevent injury, and encourage mental and physical relaxation.

- a. definition
- b. cause and effect
- c. simple listing
- d. classification

If you circled two or more letters, are the patterns equally important to an explanation of the main idea? \_\_\_\_\_

2. Although everyone thinks it won't happen to them, house fires are one of the most common causes of deadly accidents, and no one is immune to the threat of a house fire. Still, there are several precautions people can take to make sure they survive a house fire. The most obvious is to install smoke detectors. If you are renting, make sure the landlord installs smoke detectors, and be sure to check the batteries. Get a fire extinguisher and have someone from the local fire station show you how to use it. Keep an evacuation kit on hand. The evacuation kit should include copies of identification; insurance cards or tags, including those for pets; and any essential medical supplies, such as insulin or blood-pressure medication. Have an escape route and know where you plan to exit the house or apartment in case of a fire. If you are living in a multi-story apartment building with a fire escape, make sure it is usable. If it isn't, tell the landlord and make sure that he or she makes the proper repairs. Know where the doors to the stairs are and take the stairs every once in a while to make sure you can negotiate them without difficulty.

- a. process
- b. sequence of dates and events
- c. simple listing
- d. cause and effect

If you circled two or more letters, are the patterns equally important to an explanation of the main idea? \_\_\_\_\_

3. Two small lakes in a remote part of Cameroon, a small country in central Africa, made international news in the mid-1980s when deadly clouds of carbon dioxide (CO<sub>2</sub>) gas from deep beneath the surface of the lakes escaped into the surrounding atmosphere, killing animal and human populations far downwind. The first gas discharge, which occurred at Lake

Monoun in 1984, killed thirty-seven people. The second, which occurred at Lake Nyos in 1986, released a highly concentrated cloud of CO<sub>2</sub> that killed more than 1,700 people. The two events had similarities other than location: Both occurred at night during the rainy season, both involved volcanic crater lakes, and both are likely to recur unless some method is found to prohibit a recurrence.

- a. simple listing
- b. classification
- c. comparison and contrast
- d. cause and effect

If you circled two or more letters, are the patterns equally important to an explanation of the main idea? \_\_\_\_\_

## **ACTIVITIES**

Read the text provided by the tutor. Identify the pattern or the patterns of the paragraph of the text. If the paragraph uses two or more patterns, find whether the patterns are equally important to an explanation of the main idea.

## **ASSIGNMENT**

Find a reading text which interests you and identify the pattern or the patterns of the paragraph of the text. If the paragraph uses two or more patterns, find whether the patterns are equally important to an explanation of the main idea.

## **Strategi 2. Memparafrase**

Parafrase diperlukan untuk memonitor pemahaman dan menguatkan ingatan Anda tentang isi teks. Istilah parafrase kerap digunakan dalam mata



kuliah keterampilan menulis. Jika Anda ingin meringkas ide-ide penulis dalam suatu makalah, Anda harus memparafrasanya, menggunakan kata-kata Anda untuk membuat atau menjelaskan poin yang sama. Jika Anda tidak memparafrase, hasil tulisan Anda hanya tampak seperti kumpulan kutipan saja.

Parafrase saat membaca, berbeda dari parafrase untuk menyusun makalah. Dalam parafrase bacaan tentu mengharuskan Anda untuk menulis dengan akurat. Namun, itu tidak mengharuskan Anda untuk menuliskannya secara lengkap. Bandingkan, misalnya, dua parafrase yang berbeda dari teks asli yang ditunjukkan di bawah ini. Parafrase pertama adalah untuk menyusun makalah. Sedangkan yang kedua adalah parafrase saat baca, yang ditulis semata-mata untuk memantau pemahaman atau membuat catatan pinggir.

Teks asli	The word irony derives from “Eiron,” one of the core characters in classical Greek drama. Eiron is a trickster who likes making fun of boastful, self-important people. By pretending he is ignorant and asking naïve questions, Eiron provokes the overly proud into revealing their ignorance. Eiron’s technique, however, was not confined to the stage. In his lectures to students, the Greek philosopher Socrates used a similar strategy: He would pretend complete ignorance when asking a question such as “What is truth?” His goal was to provoke the person answering into revealing ignorance or lack of depth. This technique is known as “Socratic irony.” (from Flemming, <i>Reading for Thinking</i> )
Parafrase untuk makalah	Eiron was one of the staple characters in early Greek drama. He was a trickster, who acted as if he knew nothing while encouraging others to give explanations that revealed their ignorance. The Greek philosopher Socrates used a similar device. He would pose seemingly naïve questions like

	<p>“What is truth?” and pretend he didn’t know the answer. When the person questioned responded, Socrates would make it clear that the other person’s answer was poorly thought out. This pretense of ignorance in order to uncover a lack of knowledge or depth is called “Socratic irony.”</p>
Parafrase bacaan	<p>Word irony comes from Eiron, trickster in Greek plays, who asked dumb questions to reveal ignorance. “Socratic irony” uses similar method, pretending ignorance to uncover superficial thinking.</p>

Contoh di atas menunjukkan parafrase untuk memonitor pemahaman membaca atau membuat catatan agar Anda tidak perlu mengingat setiap detail dari teks aslinya. Anda hanya perlu menjawab dua pertanyaan: (1) Apa yang penulis katakan tentang persona, ide, tempat, atau peristiwa? (2) Bagaimana penulis menjelaskan, menggambarkan, atau membuktikan hal itu?

Perlu diketahui bahwa semakin sulit isi materi teks akan mengharuskan Anda mengajukan pertanyaan tambahan yang lebih spesifik. Jika teks menceritakan peristiwa yang terjadi pada beberapa masa atau periode, tanyalah "Apa rantai peristiwa yang digambarkan penulis dan mengapa?" "Apa yang menghubungkan antar peristiwa tersebut?"

### **Parafrase dalam catatan pinggir**

Untuk membuat parafrase bacaan, cermatilah teks berikut ini beserta catatan pinggirnya. Bagian kanan adalah teks asli; di sebelahnya adalah catatan yang ditulis pembaca.

<i>Many students cope with stress by asking for pets in the classroom.</i>	Across the country, a growing number of students are seeking permission to bring “psychiatric service” animals into college classrooms and dormitories. The students say the animals, which range from cats and dogs to snakes, rats, and even tarantulas, help them cope with the stress of college life. But the law is unclear on whether colleges must accommodate such animals, and many colleges have struggled with how to distinguish a student with a true need from one who simply does not want to be separated from Fluffy or Spot.
<i>Officials unsure when pets medical necessity.</i>	As they should, the marginal notes identify the author’s general point: Students are asking to bring pets into classrooms in order to alleviate stress. Notice, too, that the first marginal note tells you not just who’s doing what but also why they are doing it: Students want to bring animals into the classroom because they want help coping with stress. The second marginal note answers the question, What are the consequences or results? Apparently college administrators are unsure as to where they should draw the line when it comes to allowing animals in the classroom.

Meskipun salah satu dari kedua parafrase di atas tidak tepat secara gramatika, keduanya bermanfaat bagi pembaca untuk memonitor pemahaman dan membantu mengingat inti bacaan. Contoh di atas menunjukkan bahwa parafrase bacaan tidak memerlukan kemiripan dengan isi teks dan kelengkapan informasi sebagaimana yang diperlukan saat memparafrase untuk menyusun makalah. Oleh karena itu jelaslah bahwa setiap jenis

parafrase memiliki tujuan yang berbeda.

### **Kisi-kisi memparafrase**

Semakin sering Anda membaca, keterampilan memparafrase akan meningkat. Berikut adalah beberapa petunjuk untuk memulai parafrase.

1. **Cari kata-kata kunci.** Jika Anda mengalami kesulitan memulai parafrase, tanyakan pada diri Anda apa kata-kata atau frase pada bagian itu yang terus menerus disebut atau muncul berulang. Kemudian lihat apakah Anda dapat menemukan pengganti kata-kata tersebut. Misalnya, jika bagian itu berulang kali mengacu pada kalimat “an increase in cell-phone use over landlines,” Anda dapat menggantinya menjadi “cell phones starting to take a back seat to landlines.” Mencari kata pengganti untuk “cell phones” dan “landlines” akan sulit. Namun, kita dapat menemukan cara lain untuk menyatakan makna frasa tersebut dalam susunan kata yang berbeda.
2. **Parafrasekan ide pokok saja.** Ketika Anda memparafrase untuk memonitor pemahaman Anda atau menuliskan beberapa catatan pinggir, tujuan Anda adalah untuk meringkas dengan kata-kata Anda sendiri ide pokok teks dengan satu atau dua rincian yang digunakan untuk menjelaskan atau membuktikannya. Anda bisa menggunakan singkatan yang memungkinkan untuk dipakai dalam konteks tersebut. Bisa jadi Anda adalah satu-satunya yang akan membaca parafrase itu. Tapi jangan menyingkat begitu banyak hingga Anda sendiri kebingungan memahami artinya.
3. **Cari istilah lain sembari mengutip.** Jika anda membaca teks untuk memparafrase, Anda mungkin mengira telah memahami materinya dan cenderung menggunakan kata-kata penulis sehingga lupa menemukan

kata-kata Anda sendiri. Ini tentunya mengalahkan tujuan parafrase.

**4. Gunakan pertanyaan untuk membuat parafrase Anda lebih fokus.** Jika

Anda menyelesaikan membaca sebagian bab dan hanya memperoleh ide yang samar, jangan berkecil hati dan menyerah. Telusuri jawaban untuk pertanyaan seperti ini: Apa kata atau frase yang berulang kali disebut dalam bagian ini? Apa komentar penulis terkait kata-kata tersebut?

Bagaimana penulis membuktikan atau menjelaskan hal itu?

**5. Siap untuk membaca kembali.** Jika Anda mengajukan salah satu

pertanyaan di atas dan merenungkannya satu atau dua menit tanpa mendapatkan jawaban, itu artinya Anda perlu membaca kedua kalinya.

Pembaca yang baik tahu bahwa teks-teks yang sulit kadang-kadang memerlukan pembacaan kedua, bahkan pembacaan ketiga.

**6. Awali dari yang terakhir.** Kadang-kadang, jika Anda mengalami

kesulitan memparafrase, membalik urutan ide bisa membantu. Misalnya, pada kalimat berikut “Asperger syndrome is a form of autism, but people who suffer from it do not lack linguistic skills” dibalik susunannya dalam parafrase berikut: “Although lack of linguistic skill is not a symptom, Asperger syndrome is still a type of autism.”

## **LATIHAN: Memilih Parafrase**

Bacalah teks berikut ini. Kemudian pilih paraphrase yang terbaik.

Teks

1. Erik Erikson’s theory of developmental tasks appropriate to different stages of life has profoundly influenced the way many psychologists think. Yet because research on Erikson’s stages of development would require extensive

and costly long-range studies, his ideas have not been scientifically proven.

- Parafrase
- a. Theory of stages and tasks very influential but no longitudinal studies to prove it.
  - b. Erik Erikson's theory of developmental stages and tasks very influential despite lack of long-term studies as proof.
  - c. Erikson has had a big influence on how we describe ourselves and our lives. No longitudinal studies have been done. Too expensive.

Teks

2. Coal is the single biggest air polluter in coal-burning nations, and burning coal accounts for at least one-fourth of the world's annual CO<sub>2</sub> emissions. To a growing number of scientists and economists, the burning of coal is one of the most serious environmental problems of the twenty first century.

- Parafrase
- a. Big coal-burning power plants have major impact on environment in industrialized countries.
  - b. Coal among biggest social problems of coal-burning nations.
  - c. Many scientists think burning coal a huge environmental threat due to CO<sub>2</sub> produced.

**TUGAS:**

Carilah artikel yang menarik minat Anda dan tulislah parafrase bacaan.

**Strategi 3. Membuat skema**

#### **Strategi 4. Mencatat dan meringkas**

Jenis bacaan: teks faktual

### **Drugs being routed through Punjab**

Punjab is emerging as one of the prime transit routes for the drug trafficking trade that sources heroin from Afghanistan, the world's leading producer of illegal opiates.

In the last 12 months, 160 Kgs of heroin from Afghanistan, destined for Europe, has been seized in Punjab. One kilogram of heroin is worth about Re 1 crore in the international market. While the Narcotics Control Bureau (NCB)

has seized 125 kgs of heroin, the Border Security Force (BSF) has seized 35 kgs of heroin along the 564 km long Pakistan border in Punjab, since April 2005. It is estimated that the seized heroin is only 10% of the total quantum that is being smuggled through the border. Shrikant Jadhav, NCB Zonal director in Chandigarh, says, "The contraband seized were all in transit. Those caught with the consignment were conduits and worked in mutually exclusive modules."

During the last year, NCB as arrested 14 Indians and four foreigners (a Pakistani, a Kenyan and two Nigerians) in 12 cases of drug trafficking. Some of them were kingpins of modules and part of a larger drug Mafia which the enforcement agencies failed to crack. This has compounded the problem.

"Members of a particular module never know members of other modules. Even if NCB nabs a conduit, he would have no details of others and hence, it is difficult to wipe out the Mafia. If one conduit is caught, the Mafia finds another person to carry the consignment to the destination," says a NCB source.

Drug trafficking is not the only worrying issue. "Small arms and ammunition too are smuggled as part of the drug consignment," says



Jadhav. Pistols and ammunitions made in Pakistan and China were found during recent seizures.

## LATIHAN

1. Bacalah teks di atas dan buatlah catatan mengenai intinya, gunakan singkatan bila perlu.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Gunakan catatan Anda di atas untuk menulis ringkasan teks tersebut.

[illegible]

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***Petunjuk meringkas:***

1. **Tandai teks sebelum diringkas.** Untuk memastikan bahwa Anda sudah memahami maksud penulis secara utuh, sebelum meringkas beri garis bawah, tandai dan beri keterangan halaman terkait untuk membedakan mana yang penting atau tidak. Dengan menandai teks, Anda akan meningkatkan pemahaman pada materi. Sini akan memudahkan Anda meringkas, memutuskan kalimat atau bagian mana yang sangat penting atau tidak.
2. **Parafrase kata kunci setiap paragraf.** Sembari menandai teks dengan memberi garis bawah dan memberi keterangan untuk meringkas, kenalilah kata kunci setiap paragraf. Catatlah ide pokok pada bagian pinggir. Berilah tanda bintang atau tanda centang di catatan pinggir pada ide-ide penting untuk ringkasan Anda.
3. **Gunakan ide pokok penulis untuk memandu pilihan Anda dalam menjabarkan detail teks.** Jika ide pokok yang Anda ringkas mengenai suatu teori, tahapan, penelitian, dan sebagainya - misalnya, " Erik Erikson described four stages of psychosocial development" - lalu ringkasan Anda perlu menyertakan salah satu dari masing-masing teori atau tahapan. Anda dapat menyingkat tiga tahapan lainnya menjadi satu kalimat saja untuk masing-masing tahap.

4. **Carilah yang mendasari hubungan.** Saat Anda membaca, cobalah untuk menentukan bagaimana penulis menghubungkan antar ide dari kalimat ke kalimat. Apakah penulis mengidentifikasi penyebab spesifik dari satu peristiwa atau membandingkan dan mengkontraskan poin yang berlawanan pada subjek yang sama? Apakah dia melacak serangkaian tanggal dan peristiwa yang memicu timbulnya peristiwa, atau dia mengajukan berbagai solusi untuk memecahkan masalah yang mendesak?
5. **Pertahankan pertalian antar ide dalam ringkasan Anda.** Jika penulis membandingkan dan mengkontraskan antara Thomas Jefferson dan Andrew Jackson untuk menggambarkan betapa berbedanya masing-masing presiden melihat isu intervensi pemerintah dalam politik negara, ringkasan Anda harus membuat pertalian ide yang sama: ketika membahas politik negara, kedua presiden berbeda. Ringkasan tidak harus memperlakukan kedua individu seolah-olah sebagai dua potret presiden yang terkenal sebagaimana tujuan awal penulis. Jika yang Anda baca adalah pola perbandingan, ringkasan Anda harus bergantung pada pola organisasi yang sama.
6. **Langsung pada intinya.** Meskipun penulis buku cenderung membuka wacana dengan inti atau kata kunci, seringkali tulisan diawali dengan satu atau dua kalimat pengantar. Berikut ini adalah contohnya:

*President Theodore Roosevelt was not alone in his concern that American companies were becoming monopolies that undermined competition. Progressive politicians had been saying for years that big industry was controlling the economic market, instead of letting it regulate itself through supply and demand. Roosevelt, however, was the first president who decided to do something about the*

*growing power of monopolies. It was Roosevelt's attack on big business that earned him his reputation as a "trustbuster."*

Contoh ringkasan:

*Theodore Roosevelt was the first president to attack the growing power of monopolies. That's what earned him the nickname "trustbuster."*

7. **Tinggalkan apapun pendapat Anda sendiri.** Baik meringkas untuk penelitian ataupun untuk tugas, tujuan Anda adalah untuk membuat versi yang akurat dari bahan aslinya. Itu berarti Anda tidak harus mengubah ide aslinya dengan menambahkan penilaian Anda. Ringkasan harus menjadi versi mini dari gagasan penulis dan hanya mengungkapkan pikiran penulis.
9. **Jika tulisan tidak beraturan, tambahkan transisi yang menghubungkan antar kalimat.** Ringkasan mengharuskan Anda untuk mensintesis informasi -untuk menarik ide dari kalimat atau paragraf yang berbeda dan menghubungkannya bersama-sama menjadi satu kesatuan yang baru namun tetap otentik. Proses sintesa ide dapat menghasilkan ringkasan dengan kalimat yang berlompatan alurnya. Meskipun ringkasan yang digunakan sebagai catatan bab tidak perlu harus secara lengkap menghubungkan antar kalimat, Anda harus dapat menentukan bagaimana idenya bertautan. Cara tercepat untuk mengenali pertautan ide yaitu dengan menggunakan transisi. Transisi adalah kata, frasa, bahkan kalimat yang menandakan hubungan antara kalimat.

### **LATIHAN: Mengenali ringkasan yang efektif**

Bacalah teks di bawah ini. Pilihlah ringkasan yang terbaik.

#### **1. The Controversy Over the Death Penalty**

Obviously, a great deal of controversy continues to surround the issue of executing criminals. Researchers generally agree that if punishment is to discourage future criminal behavior, it must be swift and certain. Neither of these conditions is met by the death penalty in the United States, and few reasonable and informed people today argue that capital punishment acts as a deterrent, except in the specific case of the individual who is executed. Studies comparing homicide rates between states with and without death penalties either find no significant difference or disclose that states with capital punishment actually have higher rates of homicide.

Also disturbing is the fact that personal characteristics of judges influence their decisions. Republicans are much more likely to vote for the death penalty, as are older judges and those with previous experience as a prosecutor. In this sense, the death penalty resembles a lottery. Application of the death penalty can also be shocking, in more ways than one. Florida's "Old Sparky" overheated in 1997, causing flames and smoke to erupt from a leather mask worn by the unfortunate murderer, Pedro Medina. (This gruesome scene helped to convince Florida officials to replace the chair with lethal injection in January 2000.) Perhaps most distressful of all aspects of the death penalty is the possibility that an innocent party may be executed. (Excerpted from Bowman and Kearney, *State and Local Government*)

Ringkasan:

- a. In the United States, the death penalty is extremely controversial, and many people oppose its use because they believe it to be ineffective, unfair, and cruel. However, death-penalty opponents tend to exaggerate these so-called laws. They also ignore the fact that execution has been a just form of punishment for hundreds of evildoers who

deserved to pay the ultimate price for taking a life and, in some cases, lives.

- b. The death penalty is flawed form of punishment that studies show does not affect the homicide rate. Not only does it fail to deter people from committing murder, it is also applied inconsistently, because judges differ in their readiness to exact the death penalty. In addition, as the 1997 Florida execution of Pedro Medina illustrates, the application of the death penalty can cause inhumane suffering to those being executed.
- c. The case of Pedro Medina is a perfect illustration of why Americans should follow the Europeans and abolish the death penalty. Medina was executed in an electric chair so ancient it was nicknamed “Old Sparky.” After officials pulled the switch on Medina, the machine overheated and flames erupted from the executed murderer’s head. Is it any wonder Florida officials replaced the electric chair with lethal injection?

## **2. The Pony Express**

The Pony Express lasted only eighteen months, from April 1860 to the fall of 1861. It was never intended to be more than a temporary means of communication while telegraph lines were strung from Missouri to California. The Pony Express cut twelve days off the time it had taken for Washington to communicate with Sacramento via steamships.

Pony Express riding was a genuinely romantic adventure: lone riders walking, trotting, now and then sprinting their ponies across half a continent to carry a few pounds of government dispatches and some very expensive private letters. But being a Pony Express rider was also dangerous. According to the company’s Help Wanted assignment, what was wanted were “young, skinny, wiry fellows, not over eighteen.”

However, they also had to be “expert riders willing to risk death daily . . . orphans preferred.”

Pony Express riders maintained a demanding schedule. They were based at large stations 75 to 100 miles apart. At each relay station, which was little more than a shack and a stable, they changed their sweating ponies for fresh mounts that were saddled and ready to go. The riders made 308 cross continent runs for a total of 606,000 miles. Riders carried almost 35,000 pieces of mail. In the eighteen months the Pony Express was in existence, only one mail pouch was lost. (Adapted from Conlin, *The American Past*)

Ringkasan:

- a. Often risking their lives, the riders of the Pony Express significantly reduced the amount of time needed for transcontinental mail delivery. Working in relays, the horsemen would bring mail to stations set at regular intervals along the Pony Express route, changing mounts and exchanging mail pouches at each station. Operating from 1860 to 1861, the Pony Express ended when telegraph service began. By that time, it had carried almost 35,000 pieces of mail, losing only one pouch in the process.
- b. Pony Express riders were among the most courageous heroes of the American West. Riding the vast, uninhabited areas of the western states from 1860 to 1861, these men pioneered swift, regular mail service. Not only were they skilled horsemen able to ride long distances at a full gallop, they were also fearless in the face of danger. Thanks to their brave service, communication between easterners and westerners greatly improved.
- c. From 1860 to 1861, the men who rode for the Pony Express delivered the mail. At each new station, the riders would switch to a fresh horse. Using this system, one rider was able to cover 75 to 100 miles of the

1,966 mile route before another rider took his mail pouch and continued on. As they moved across deserted parts of Missouri, Kansas, Nebraska, Wyoming, Utah, Nevada, and California, Pony Express riders faced hazards like robbers and blizzards.

**TUGAS:**

1. Gunakan strategi yang dijabarkan di atas untuk meringkas artikel yang diberikan tutor Anda.
2. Carilah artikel yang Anda anggap menarik dan susunlah ringkasan yang efektif.



## **Strategi 5. Membuat inferensi, menyimpulkan dan mensintesa,**

### **Apa yang dimaksud dengan Inferensi?**

Inferensi merupakan makna yang tersirat bukan yang tersurat. Inferensi diperoleh melalui petunjuk yang mengarahkan pembaca untuk membuat asumsi dan menarik kesimpulan. Misalnya, alih-alih membuat pernyataan langsung, "Orang-orang ini kaya dan berpengaruh," penulis dapat menyampaikan ide yang sama mengenai mereka dengan menggambarkan tempat tinggalnya mewah, perabotannya mahal, dan teman-temannya terkenal. Memahami makna inferensi memerlukan keterampilan membaca kalimat yang tersirat.

### **Inferensi dalam lelucon**

Lelucon mengharuskan Anda untuk membaca makna yang tersirat dan membuat asosiasi makna. Bernilai humor justru karena maknanya tersirat keimbang dinyatakan secara langsung. Ketika pendengar menangkap isi lelucon, itu berarti mereka telah membuat asosiasi makna dan mengakui inferensinya. Sebagai contoh, bagaimana inferensi yang membuat lelucon berikut lucu?

Sam: *Do you know how to save a politician from drowning?*

Joe : *No.*

Sam: *Good.*

Konteks lelucon di atas terkait dengan perbincangan para wajib pajak yang secara umum tidak menyukai politisi. Ketika Anda harus menjelaskan inferensi dalam lelucon, hal ini akan mengurangi nilai humornya. Anda ingin pendengar yang membuat asosiasi makna dan tertawa terbahak-bahak.

### **TUGAS:**

1. Buat inferensi lelucon yang disampaikan tutor Anda.
2. Buatlah lelucon dan mintalah pendengarnya membuat inferensi lelucon.

### **Bagaimana membuat simpulan?**

Dalam membaca, simpulan diperoleh dengan mengenali makna yang terkandung dalam teks. Sebagian informasi bisa jadi tidak dinyatakan langsung dalam teks. Misalnya, kematian seseorang tidak harus dinyatakan penulis "Dia sudah mati," tetapi sering lebih rumit dari itu. Dalam prosa atau puisi, fakta kematian mungkin diungkapkan dengan cara yang lebih dramatis, sementara pembaca akan menelusuri petunjuk dan mencari tahu apa yang terjadi. Bacalah kutipan berikut mengenai sebuah kisah tentang perjuangan awak kapal yang terdampar di pantai. Petunjuk apa yang memberitahu pembaca bahwa kapal tangkinya telah mati?

In the shallows, face downward, lay the oiler. His forehead touched sand that was periodically, between each wave, clear of the sea.

—*The Open Boat*, by Stephen Crane

Kapal tangki terbalik di air dangkal hingga terdorong ombak ke tepian sampai tertimbun pasir. Kapal itu benar-benar mati meskipun penulis tidak secara langsung menyatakannya. Pada dua paragraf selanjutnya, penulis melanjutkan kisahnya sebagai berikut:

The welcome of the land to the men from the sea was warm and generous; but a still and dripping shape was carried slowly up the beach, and the land's welcome for it could only be the different and sinister hospitality of the grave.

—*The Open Boat*, by Stephen Crane

Frasa “still and dripping shape” dan “sinister hospitality of the grave” mendukung interpretasi pembaca yang mengarah pada simpulan bahwa kapal itu telah benar-benar mati. Ide yang tersirat tentunya akan meninggalkan kesan pada pembaca daripada sekedar membaca pernyataan langsung.

### **Mengaitkan dengan pengetahuan pembaca**

Dalam membuat kesimpulan, pembaca perlu mengaitkan antara isi teks dengan pengetahuannya. Untuk menyimpulkan diperlukan pengetahuan yang terkait seperti sejarah, masalah sosial, isu terkini dan lainnya. Sama halnya dengan cara mengasosiasikan antara lelucon dengan kenyataan. Pembaca harus mengaitkan dengan pengetahuannya untuk memahami inferensi dan menarik simpulan.

### **LATIHAN**

Bacalah teks berikut dan jawablah pertanyaan dengan menggunakan strategi inferensi.

More than 3,000 people were killed, thousands more were wounded, and the loss of property was unprecedented in the worst terrorist attack in history. The events horrified people around the world who understood that two symbols of American global financial and military dominance had been singled out in a carefully planned and executed mission of destruction. The event was immediately compared to the Japanese attack on Pearl Harbor in 1941.

—*Civilization in the West*, by Kishlansky et al.

1. What was the symbol of financial dominance that is not named here?  
Where was the attack?

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- .....
2. What is the symbol of military dominance? Where was the destruction?

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3. When did these terrorist attacks occur?

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4. Why was the attack compared to the Japanese attack on Pearl Harbor in 1941?

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### **Membuat kesimpulan logis**

Untuk menarik kesimpulan logis, pembaca perlu memahami ide baik yang tersurat maupun yang tersirat. Pembaca dapat menggunakan fakta-fakta, petunjuk, dan pengetahuan mereka sebelum mengumpulkan makna. Fakta dan petunjuk akan mengarah pada asumsi, yang kemudian menyebabkan kesimpulan. Bacalah kutipan berikut untuk menjelaskan bagaimana membuat kesimpulan yang logis.

My master still went to school every day and, coming home, he'd still bottle himself up in his study. When he had visitors he'd continue to complain about his job. I still had nothing to eat so I did not become very fat but I was healthy enough. I didn't

become sick like Kuro and, always, I took things as they came. I still didn't try to catch rats, and I still hated Osan, the maid. I still didn't have a name but you can't always have what you want. I resigned myself to continue living here at the home of this school teacher.

—Excerpt from *I Am a Cat*, by Natsume Soseki

Kesimpulan: narator buku ini kucing.

Petunjuk yang dapat digunakan untuk mengarah pada kesimpulan yaitu: istilah “tuanku” yang mengarah ke pemilik hewan peliharaan, dan “mencoba untuk menangkap tikus” jelas menunjukkan kucing. Tentunya sangat jelas dari judul naskah.

## **LATIHAN**

Bacalah teks berikut dan jawablah pertanyaan seputar kesimpulan teks tersebut.

1. The first European smoker, Rodrigo de Jerez, was with Columbus. Jerez was jailed by the Spanish Inquisition for seven years because of his bad habit, but he was the wave of the future. Slowly, inexorably, the practice of “drinking” tobacco smoke spread throughout Europe. James I, who found smoking “loathsome” and forbade it in his presence, could not stop it. Nor could the Sultan of Turkey, who threatened to execute puffers. The lure of the exotic—the trendy—has always been potent among the leisured classes, and some European physicians seized on tobacco as a miracle drug—“the holy, healing herb,” “a sovereign remedy to all diseases”—prescribing it liberally to their patients. Throughout the 1500s, the Spanish were pleased to meet Europe’s demand from their West Indian plantations.

—*The American Past*, by Joseph Conlin

Conclusion: Although initially rejected by political leaders, tobacco became an accepted and sought after commodity. What clues suggest this conclusion?

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2. Cheap and easy to deploy, many fighting forces routinely use mines to defend a frontier, deny opponents the use of a road, and many other purposes. Often these landmines remain active long after the fighting has ceased, posing a significant threat to the safety of the civilian population. The magnitude and horror of this problem sparked a grassroots effort to ban landmines. The campaign received a major boost in 1996 when Diana, Princess of Wales, joined in the effort, going to places most affected by land mines, comforting victims, and bringing the issue to the attention of millions. When Princess Diana died in a car crash in August 1997, sorrow often turned into commitments to support her charitable interests, including the effort to ban mines. Only a few nations remain opposed to the landmine convention.

—*American Government*, by O'Connor & Sabato

What conclusion does the author imply?

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What clues suggest this conclusion?

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**TUGAS:**

1. Temukan kesimpulan dan petunjuk yang mengarah pada kesimpulan teks dari tutor Anda.
2. Carilah sebuah teks yang sesuai dengan minat Anda. Tentukan kesimpulan dan petunjuk yang mendukung kesimpulan Anda.

## Strategi 7. Mengenali elemen teks naratif

### 1. Depending on the narrative type:

- ❖ For a written text: **take careful notes** as you read, jotting down whatever you might think is important. Mark in the text (if it's not a library book) or make notes on a separate sheet of paper. After you finish each reading session, take a few moments to think about what you've just read, and brainstorm for any possible ideas, significance, etc.
- ❖ For a visual narrative: while watching the movie, **briefly jot down** scenes and images that strike you as important (but don't spend much time writing at this point-watch the film!).
  - \*\* • Untuk teks tertulis: membuat catatan hati-hati saat Anda membaca, mencatat apa pun yang mungkin Anda anggap penting. Mark dalam teks (jika itu bukan buku perpustakaan) atau membuat catatan pada selembar kertas terpisah. Setelah Anda menyelesaikan setiap sesi membaca, mengambil beberapa saat untuk berpikir tentang apa yang baru saja membaca, dan brainstorming untuk ide mungkin, signifikansi, dll
  - Untuk narasi visual: saat menonton film, sebentar menuliskan adegan dan gambar yang menyerang Anda sebagai penting (tapi tidak menghabiskan banyak waktu menulis di titik-menonton film!). \*\*

### 2. Immediately after finishing the narrative, write for about 15 minutes on everything that comes to your mind.

These can be personal reactions, observations, and interpretations of what you've just seen. Write down questions you have about the narrative, ones that you may want to bring up in a class discussion.



### 3. Some things to consider while writing your post-reading/viewing notes:

- ❖ ***Narrative structure*** - what happens in the narrative and how the story is told.
- ❖ ***Themes, ideas, values***- anything major concerning human and cultural issues expressed in the narrative; or in other words, what you think the narrative is about.
- ❖ ***Characterization*** - what the characters are like, how they are depicted (positively, negatively, mixture?), what their importance is in the narrative.
- ❖ ***Setting*** - the characters' environments and the symbolic importance they may have.
- ❖ ***Writing*** - important lines, dialogue significant to the narrative's theme(s).
- ❖ ***Technique*** - the significance of writing style (the way the author uses words and the particular words used) in written texts or the camera movement and editing in film.
- ❖ ***Overall impression*** - what you thought of the narrative and **why**. Try to go beyond the labels "good" or "bad." Express why you did or didn't like it and define what you mean by "good" or "bad."

### ACTIVITIES:

Apply the strategies above in reading the narrative texts (either written or visual texts) provided by the tutor.

### ASSIGNMENT:

Find a narrative text which interests you and apply the reading strategies

**LITERATURE READING:**  
**SHORT STORIES**

***THE BEST PLACE***

*Dr. Jason Whitney saw the two federal agents enter the crowded restaurant. Their rumpled suits and stubble covered cheeks betrayed the fact that they had been too busy to think of appearances for some time. They moved wearily toward him along the line of booths against*

5 *the wall, looking for an empty one. When they reached the booth where the young doctor was sitting alone, he spoke to the agent he recognized, a deceptively soft looking man in his forties.*

*“Hello, Tom. Have a seat.” He indicated the place opposite him with a sweep of his hand. “There probably aren’t any empty booths*

10 *at this hour. A lot of people stop here for breakfast on their way to work.”*

*Tom Campbell slid heavily into the booth and was followed by his look alike companion. “I’d like you to meet my partner, Joe Moffet, Dr. . . . Dr. . . .” Campbell snapped his fingers, trying to*

15 *dislodge the name from his memory.*

*“Whitney. Jason Whitney,” the doctor offered with a smile, not the least offended at not being remembered.*

*“Yeah, that’s right,” Campbell acknowledged with a nod as Joe Moffet and the young doctor clasped hands briefly.*

20 *“You men look like you’ve had a hard night,” the doctor said.*

*“You can say that again,” Campbell answered. “We haven’t been out of our clothes in two days. Just brought a man back from Spain.”*

*“Extradition?”*

25 *Campbell gave a wry smile. “You could call it that. Our man was staying in Andorra, that little postage-stamp country on the border between Spain and France. They’d have let him stay there*

*until his money ran out, which would've taken a couple of thousand years or so. We have no treaty with them."*

30       *"So what happened?"*

*"The usual. We pretended we'd lost interest in him and waited for him to get careless. When he made the mistake of taking a walk too close to the Spanish border, we were ready. Next thing he knew, Joe and I each had one of his arms and were marching him past the*  
35 *Spanish customhouse. We tossed him into a car and rushed him to a plane we had waiting at one of our bases. The Spanish authorities pretended they didn't see a thing."*

*"Seems like a lot of trouble and expense over just one man," Dr. Whitney said.*

40       *"It was Henry Hammond." Campbell had a touch of pride in his tone. A waitress came to take their breakfast orders. As soon as she was gone, the doctor repeated the name. "Henry Hammond . . . It does sound a bit familiar. Should I know the name?"*

*"He's the big-shot financier who jumped bail and skipped the*  
45 *country a couple of years ago. He'd built himself an empire, using phony balance sheets and illegal manipulations. He got away with just about every nickel from his companies' treasuries."*

*"Oh, yes, now I remember. It made quite a splash in the papers at the time. What did you do with him?"*

50       *"Dropped him off at your place ten minutes ago," Campbell said.*

*The second agent, Joe Moffet, had been sitting quietly, but now he twisted his face into a puzzled expression and said, "Huh?"*

*Campbell turned to him. "The doctor is in charge of the*  
55 *infirmary at the Federal House of Detention on West Street," he explained. "He'll probably be giving our friend a physical examination today."*

*"I check all new prisoners," Dr. Whitney agreed.*

*The waitress returned with their orders. They didn't say much*

60     *until they had settled back to enjoy their coffee. Then the conversation returned to Henry Hammond.*

*“Do you think he’ll return the money he stole?” the doctor asked.*

*“That’s something you’ll have to ask Hammond. We couldn’t get*  
65     *a word out of him all the way across the Atlantic. He probably has it safely stashed away in a couple of dozen Swiss banks. One thing’s sure—no one will ever see it again unless he wants them to.”*

*“I wonder what makes a man decide to be a criminal?” the doctor mused.*

70     *Campbell shrugged. “Who knows? People don’t always do the things you’d expect, or fit into patterns the way you think they should. Take yourself, for instance. What’s a bright young guy like you doing in the Public Health Service? There’s no military draft anymore, so you didn’t choose it as an alternative service the way*  
75     *doctors and dentists have in the past. I’ll bet you could have had your pick of the private hospitals.”*

*“Yes, I probably could have, but I’m happy where I am. I think it’s the best place for me. If I didn’t, I’d go somewhere else or do something else. That’s the way you feel about your job, isn’t it, Tom?*

80     *That active police work is the best occupation for you?”*

*“You certainly have Tom figured out,” Joe Moffet said. “And you put it into words better than he does, too. He’s turned down two promotions in the last year. He could have a comfortable desk job in D.C., but he prefers to transport fugitives. Everyone thinks he’s*  
85     *crazy, but he says he’s happy where he is.”*

*They exchanged small talk for a few more minutes, then left the restaurant together. They paused to say good-bye on the sidewalk outside, and Tom Campbell’s face clouded with confusion and embarrassment. “I’m terribly sorry, Doctor, but I—uh—I’ve*  
90     *forgotten your name again.”*

*Jason Whitney smiled. “That’s all right. You’d be surprised how*

many people have trouble remembering me. The next time you're at the House of Detention stop by my office to say hello. I always have a pot of coffee on the hot plate." He turned to the other agent. "That  
91 goes for you, too, Mr. Moffet. Stop in any time. It's been nice meeting you." Jason Whitney waited until ten that morning before having Henry Hammond called to the infirmary. He chose that time because the morning sick call had been taken care of by then, and his assistants were enjoying a coffee break.

92 "Good morning, Mr. Hammond. I'm Dr. Whitney, the Chief Medical Officer here. I'm in charge of the health and physical well-being of you and the other prisoners. It's my job to examine each new arrival and determine whether or not he'll require treatment of any kind."

95 Hammond nodded his understanding. He had dark circles under his eyes and stood nervously in the doorway of the infirmary. He clenched and unclenched his right fist in an uneven rhythm, and his eyes swept back and forth, taking in all the cabinets and equipment.  
100 It was obvious his sudden arrest and transportation to the United States had been a severe shock.

"Step this way, please," Whitney said, leading the way to a side room.

Here there were bare white walls and the only furniture was an  
105 examination table for the patient. There was nothing that might prove distracting.

"Lie down, please. I'm going to take your blood pressure. I'm sure you've had it done before."

The doctor wrapped the instrument around Hammond's arm,  
110 and squeezed the bulb to pump air into it.

"Be as quiet as you can. I want the lowest reading possible. Relax as much as you can and try not to think of anything in particular."

Whitney busied himself with the instrument.

115       *“Your reading is a bit high, Mr. Hammond. I think you’re a little too tense. If you don’t mind, I’ll show you how to relax. Just close your eyes. That’s right, close your eyes and relax the eyelids. I think you can get the feeling of complete relaxation if you’ll follow my suggestions. Relax your eyelids completely. Now turn your attention*  
120 *to your arms. Let them become completely limp. Think of them as a pair of limp rags and when I lift them let them fall back to the table just as a couple of limp rags would. That’s very good. Now we’ll do the same with your legs. See, you’re much more relaxed and at ease now.*

125       *“I’ll just take your blood pressure again and see how well you’ve done. Oh, that’s very good. That’s very, very good. You’re far more relaxed than before. Let’s try it again, Mr. Hammond, and this time keep your eyes closed all the while. That will aid the relaxation process.*

130       *“Okay, now, relax your eyes. Now your arms. Let them become as limp as rags. Now your legs. Relax them. Just relax your whole body. Let your whole body go limp. Let your whole body become heavy. Get completely comfortable. Now, if you are truly relaxed, you will find that your eyelids won’t open. Relax your eyelids and*  
135 *body completely. When you feel you’re completely relaxed you may try to open your eyes. If you are completely relaxed, they won’t open. If you cannot open your eyes, you will be completely relaxed. That’s fine. Now try to open your eyes. See—you cannot open them. You are completely, deeply relaxed and you cannot open your eyes. Your*  
140 *arms and legs are heavy and limp and you cannot lift or move them.”*

*As quickly and easily as that, without once using the words sleep or hypnosis, Dr. Jason Whitney placed Henry Hammond into a deep trance.*

*In the next half hour he deepened the trance still further, then*  
145 *extracted from Hammond the code numbers and balances of ten secret bank accounts. Immediately before allowing the man to wake*

up, he directed Hammond to forget forever that the secret accounts had ever existed. “And you will never be able to remember my  
125 name,” he told him.

*That reminded Whitney of Agent Tom Campbell. When he had hypnotized Campbell a year before and instructed the man to keep him informed about criminals with hidden money; he had neglected to order him always to come to the restaurant alone. He would have to rectify that oversight at the first opportunity.*

*As Hammond left the infirmary to return to his cell, Dr. Whitney watched him walk away and felt a wave of satisfaction. This was the best place for him. He didn’t have to work the long hours a hospital might have demanded, and he was collecting far, far more money in a single year than his professional hypnotist parents had earned in their lifetimes.*

(1,714 words)

—by A. F. Oreshnik

## THINKING AND WRITING AFTER READING

REACT: At what point in the story did you guess what was going to happen?

.....  
.....

REFLECT: Why is the blood pressure deception an excellent choice for Dr. Whitney?

.....  
.....

THINK CRITICALLY: What factors must combine to make Dr. Whitney’s scheme a perfect and profitable crime?

.....  
.....

THINK and WRITE: Define irony, and describe how it applies to three of the characters.

.....

.....

### INFERENCE QUESTIONS

- 1.What does the author mean by the phrase “a deceptively soft-looking man”?
- 2.What is the irony in Jason Whitney’s statement to the agents, “I wonder what makes a man decide to be a criminal?”
- 3.Why does Dr. Whitney never mention the words sleep and hypnosis?
- 4.What can be inferred from Dr. Whitney’s remark to Tom Campbell, “You’d be surprised how many people have trouble remembering me”?
- 5.Why did Dr. Whitney wait until his assistants were on their coffee break before meeting with Henry Hammond?

### INTERPRET THE QUOT

Now that you have finished reading the selection, “The Best Place,” go back to the beginning of the selection and read the opening quote again. On a separate sheet of paper, explain the acts of deception that are most apparent in the story. Who were the players in this deception?

### COMPREHENSION QUESTIONS

Answer the following with a, b, c, or d, or fill in the blank. In order to help you

analyze your strengths and weaknesses, the question types are indicated.

*Main Idea* 1.The cliché that best reflects the main idea of this selection is:

- a. Crime does not pay.
- b. Honesty is the best policy.
- c. You can’t judge a book by its cover.
- d. A penny saved is a penny earned.

*Detail* 2.Dr. Whitney is not offended when Agent Campbell fails to recall his name because

- a. Dr. Whitney is a modest man.



- b. Dr. Whitney does not want to embarrass the agent.
- c. Dr. Whitney has hypnotized Agent Campbell and told him to forget the name.
- d. Dr. Whitney knows Agent Campbell usually has trouble remembering names.

*Inference* 3. Dr. Whitney needs to maintain a relationship with Agent Campbell because

- a. Campbell is his source for criminals with money.
- b. he considers Campbell a friend.
- c. Dr. Whitney and Agent Campbell are partners in crime.
- d. both men are employed by the same federal agency.

*Inference* 4. The irony of the story is that

- a. Hammond is guilty.
- b. Hammond was captured by the FBI.
- c. Dr. Whitney is a criminal.
- d. Joe Moffet believes his partner.

*Inference* 5. The reader can most likely conclude that Tom Campbell turned down two promotions because

- a. he was hypnotized to do so.
- b. he enjoys the travel in transporting fugitives.
- c. he did not want to move to D.C.
- d. he makes more money in his present job of transporting fugitives.

*Inference* 6. The reader can conclude that Henry Hammond was most likely arrested

- a. inside Spain.
- b. by Spanish customs officials.
- c. during the night when officials were not watching.
- d. while still in Andorra.

*Inference* 7. The author uses the story's title, *The Best Place*, to apply ironically to the situations in the lives of:

- a. Dr. Whitney and Tom Campbell.
- b. Tom Campbell and Joe Moffet.
- c. Dr. Whitney, Tom Campbell, and Joe Moffet.

d. Dr. Whitney, Tom Campbell, Joe Moffet, and Henry Hammond.

*Answer the following with T (true) or F (false).*

- |                  |   |
|------------------|---|
| <i>Inference</i> | 8.The reader can conclude that Dr. Whitney most likely got his job in the Federal House of Detention by accident.           |
| <i>Inference</i> | 9.The reader can conclude that the FBI agents question Dr. Whitney about his job choice because they are suspicious of him. |
| <i>Inference</i> | 10.The reader can conclude that Henry Hammond's blood pressure was high.  |

## **Strategi 7. Memahami bahasa kiasan**

## Strategi 8 Mengenali elemen buku teks

### Questions to ask yourself about Textbook Reading:

- Do I preview a chapter – introductions, headings, summary, key terms?
- Do I know what kind of test I am studying for so I know to look for specific and general details?
- Do I find meaning of terms used in concepts or theory in the text?
- Do I take notes or make annotations in my textbook so I know what to come back to later?

It's important to use textbooks as effective study tools. To truly learn from our textbooks, we must understand their structure, why we are using them, and how to get the most out of them. Here are some ways we can use our books effectively and get the most out of them.

First, there are **3 steps to reading your textbook more efficiently**:

1. **Pre-Read**: Look at the section you are reading and determine what information is important to learn. This can be done by looking at key concepts, definitions, typographical aids, stories, pictures, etc. This does not mean reading the chapter, but instead skimming to develop a basic understanding of what the section is about and what you need to learn.
2. **Read**: Fully read the material for concepts and understanding.
3. **Review**: Review the material to determine what areas you need to focus on to increase your understanding or that you may have missed when you read the material.

Why is this important? Most people forget 40-50% of what they read within 15 minutes! This allows us to see the information on more than one occasion, and the more we see something the easier it is for us to remember it. These three steps can help you recall information. Ask yourself questions about the material when pre-reading. Look for what you're going to get out of it. Make

notes during the reading step, go over them during your review, or make outlines of chapters if you still have trouble retaining the information.

***Other techniques:***

- **Highlighting** – Effective use of highlighting allows the reader to return to the text and focus their studying on the material that is most important.
- **Taking Notes** – While going through the textbook, taking notes will help consolidate the information the reader is learning. This also is a form of active learning and provides a fantastic study tool for review later.

**Types of text:**

It is also important for us to recognize the type of text we are reading. Text for science, math, literature, social sciences, and various others all vary in the manner in which they present information and the speed at which one will be able to read them. When you read material, take into account the type of text it is in order to best determine how to learn the most from it and the way in which the material is presented in the text.

**TEXTBOOK STRUCTURE**

Understanding the basic structure of a textbook can also be used as an advantage. Most writers of textbooks put each section in for a purpose, to help the reader understand the subject matter most efficiently. By understanding what each part of the textbook is for, it can be easier to study the material.

**Preface:**

- It is the author's attempt to introduce the text to you.

- It explains why the book was written and to what audience it was written for.
- It helps to determine how the text is organized.
- It explains the limitations, if any, of the text.
- It tells some of the references that the author used.
- It explains the main emphasis of the text.
- Learning aids may be included.

### **Table of Contents:**

- It outlines what is included in the text.
- It lets the reader find areas within the text quickly.

### **Openings to Chapters:**

- They are one of the most important parts of the chapter.
- They set the tone for what is to follow.
- They most likely include new concepts and terms that may need to be looked up in order to understand what is being said throughout the remainder of the text.

### **Typographical Aids:**

- Examples include italics, bold, numbers, headings, sub-headings, colored print, etc.
- They allow the reader to understand what the writer of the text wants to emphasize.

### **Vocabulary Lists / Key Terms:**

- Glossaries allow the reader to understand potentially new terms.
- Without understanding key terms, it is impossible to completely understand the text.
- Vocabulary explanations help the reader to understand the context the author is using for each term.

**Chapter Review Questions:**

- They serve as discussion questions.
- They let the reader know what areas of study should be focused on.
- They can help to give the reader an idea of how well they are learning the material.
- They can be used to determine what areas you should study more thoroughly.

**Graphic Aids:**

- They may be a better way to show certain examples.
- Some people learn more effectively through the use of graphics.

**ACTIVITIES:**

Apply the strategies above in reading the textbook provided by the tutor.

**ASSIGNMENT:**

Find a textbook which interests you and apply the textbook reading strategies

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